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AUTHOR	Stewart, Ada
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ABSTRACT

An instructor's manual and student activity guide on the clerical use of calculators are provided in this set of prevocational education materials which focuses on the vocational area of office occupations. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (five to eight periods), activity goals, eleven instructional objectives, related vocational clusters, and activity implementation (description, safety precautions, materials needed, teacher preparation prior to class, during the class, follow-up activities, answer key to student check point activities, and masters for duplication). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective. At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for clerk typist, charge account clerk, credit clerk, and personnel clerk conclude the document. (JH)

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OFFICE OCCUPATIONS – CLERICAL – CALCULATORS

Kit No. 75

INSTRUCTOR'S MANUAL

Prepared by

Ada Stewart
Kershaw AVC
Camden, South Carolina 29020

State Department of Education
Office of Vocational Education
Prevocational Education
Columbia, South Carolina 29201

In Cooperation With

Vocational Education Media Center
Clemson University
Clemson, South Carolina 29631

1978

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U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
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TITLE OF ACTIVITY

Kit No. 75, Office Occupations – General Clerical, Calculators

DURATION

Main Activity: 3 – 5 periods
Follow-up Activity: 2 – 3 periods

GOALS

The student will know the proper procedure for operating a calculator.

The student will become familiar with the touch system in performing numerical operations on the calculator.

The student will attempt a series of problems using the calculator.

INSTRUCTIONAL OBJECTIVES

The student will place the calculator in the correct position on the desk.

The student will turn on and clear the calculator.

The student will place the proper fingers on the home keys of the calculator.

The student will strike keys 4, 5 and 6, using the touch system.

The student will locate and strike keys 7, 8 and 9.

The student will add numbers using the touch system.

The student will solve a series of addition problems using the touch system.

The student will add numbers with decimal points, using the touch system.

The student will subtract numbers using the touch system.

The student will multiply numbers using the touch system.

The student will divide numbers using the touch system.

VOCATIONAL CLUSTERS

Agriculture, Distributive Education, Home Economics, Trade & Industry

ACTIVITY IMPLEMENTATION

A. Activity Description

The student will learn how to operate a small, pocket-size calculator, using the touch system.Once the student feels competent with the touch system, he/she will have a chance to demonstrate this competence.

B. Safety

When disconnecting the charger/adapter, always disconnect the plug from the calculator first.

C. Materials Required

1. Audio Visual Equipment:

   None

2. Technical Equipment:

   25 pocket-size calculators
   25 charger/adapters

3. Expendable Materials:

   25 pencils

D. Preparation Prior to Class

Charge the batteries in the calculators in the following manner:

1. Turn power switch to the off position.
2. Connect the charger/adapter into a convenient source of 110-120 volts AC.
3. Firmly push the charger/adapter plug into the rear socket of the calculator.
4. A full charge will take about 14 hours and is best done overnight.

Duplicate masters.

Look over Student Learning Activity Guide.

Make out answer keys.

E. During Class Session

Distribute student learning activity guides and calculators to students. The calculators are numbered so that you can assign students a particular calculator.

Assist students only when called upon. At the end of the class period, collect and account for all calculators before dismissing the class.

F. Follow-up Activities

1. VIEW Fact Sheet
2. Look for jobs for general clerical help in the want ads.
3. Visit a business that makes use of calculators.
4. Have the business teacher talk to the class about future training and job availability.

ANSWER KEY

Handout – Instructional Objective VIII

1. 330	13. 6,052
2. 312	14. 4,020
3. 330	15. 4,465
4. 3,320	16. 5,271
5. 3,128	17. 4,873
6. 3,432	18. 5,004
7. 5,866	19. 6,386
8. 6,438	20. 6,560
9. 6,833	21. 4,058
10. 6,184	22. 6,164
11. 6,856	23. 6,146
12. 6,704	24. 5,559

Handout – Instructional Objective IX

1. 37.87	7. 93,974
2. 27.16	8. 106,322
3. 31.40	9. 16,728.05
4. 43.36	10. 821.41
5. 36.88	11. 5,680
6. 33.14	12. 1,321.24

Handout – Instructional Objective X

1. 327	10. 279
2. 333	11. 230.53
3. 111	12. 740
4. 454	13. 5,144.91
5. 179	14. 223
6. 428	15. 3,465
7. 2,173	16. 954
8. 32.44	17. 7,115
9. 7,512	18. 6,274.79

Handout – Instructional Objective XI

1. 18,046	13. 679,995
2. 14,520	14. 7,031,544
3. 25,208	15. 1,800,123
4. 236,936	16. 826,308
5. 5,160	17. 3,691,296
6. 3,215,796	18. 2,584,880
7. 1,106,016	19. 290,563
8. 29,784	20. 2,579,080
9. 1,148,424	21. 1,351,721
10. 18,312	22. 2,635,773
11. 1,160,352	23. 4,236,378
12. 1,553,895	24. 5,990,192

Handout – Instructional Objective XII

1. 8.645	6. 7.9
2. 2.3	7. 11.076
3. 11.795	8. 43.80
4. 6.304	9. 7.28
5. 17.97	10. 17.34

MASTERS FOR DUPLICATION

VIEW Fact Sheet
Handout – Instructional Objective VIII
Handout – Instructional Objective IX
Handout – Instructional Objective X
Handout – Instructional Objective XI
Handout – Instructional Objective XII

VIEW FACT SHEET

NAME _____ CLASS _____ OCCUPATION _____

A. List the advantages (good points) of this occupation (job).

B. List the disadvantages (bad points) of this occupation (job).

C. List three things you should know to do this occupation (job).
1.
2.
3.

D. What type of education should you get to be prepared (do) for this occupation (job)?

E. What courses must you take to go into this occupation (job)?

F. What do you think your future in this occupation (job) will be?

G. What wage can you expect in this occupation (job)?

H. What are the working hours of this occupation (job)?

I. To learn more about this occupation (job), write to:

J. Using a scale of 1 to 5, circle the number that measures your interest in this occupation (job) as a possible career.

I don't like it. 1 2 3 4 5 I like it.

HANDOUT

INSTRUCTIONAL OBJECTIVE VIII

(1)	(2)	(3)	(4)	(5)	(6)
44	45	64	444	654	666
55	56	65	555	456	646
66	45	56	666	545	545
44	56	44	454	554	465
55	46	46	545	464	654
66	64	55	656	455	456

(7)	(8)	(9)	(10)	(11)	(12)
457	674	577	856	578	485
745	657	745	648	578	685
567	675	675	586	587	784
457	567	754	685	856	847
475	754	675	548	784	674
575	567	756	685	756	475
574	756	457	485	467	856
576	547	745	548	856	547
765	674	675	658	547	784
675	567	774	485	847	567

(13)	(14)	(15)	(16)	(17)	(18)
635	136	831	436	763	356
963	693	139	534	237	539
863	653	319	213	936	462
326	368	273	531	315	894
463	329	793	953	493	732
673	732	369	132	845	445
953	234	973	943	325	597
638	452	453	936	631	693
538	423	315	593	328	286

(19)	(20)	(21)	(22)	(23)	(24)
716	105	140	244	408	805
923	880	690	899	680	120
400	479	510	330	110	705
860	910	283	474	709	608
101	916	147	600	854	909
970	420	480	261	580	203
251	395	362	941	690	740
408	844	187	342	683	210
608	890	510	724	814	509
589	524	609	714	210	630
560	197	140	635	408	120

HANDOUT

INSTRUCTIONAL OBJECTIVE IX

(1)	(2)	(3)	(4)	(5)	(6)
7.16	5.08	1.09	3.83	4.69	5.15
1.10	1.20	6.07	9.11	2.64	4.32
9.60	8.06	5.43	3.21	7.14	5.90
8.43	1.20	9.01	9.39	8.09	4.65
1.84	5.09	7.06	8.51	9.41	7.80
9.74	6.53	2.74	9.31	4.91	5.32

(7)	(8)	(9)	(10)	(11)	(12)
35	987	9,954.73	.74	844	23.06
406	4,164	520.17	.22	969	4.78
1,561	7,230	4,618.19	4.19	278	17.20
642	89,318	.59	3.79	469	45.36
47	62	618.19	8.37	974	416.78
83,436	1,578	7.20	2.45	713	5.14
987	483	.29	.95	416	8.73
1,567	2,076	.18	798.56	107	.59
906	390	8.65	1.44	632	798.10
4,387	34	999.86	.70	278	1.50

HANDOUT

INSTRUCTIONAL OBJECTIVE X

(1) 975 -648	(2) 855 -522	(3) 642 -531	(4) 891 -437	(5) 322 -143	(6) 674 -246
(7) 2,784 - 611	(8) 43.78 -11.34	(9) 9,856 -2,344	(10) 601 -322	(11) 344.51 -113.98	(12) 774 - 34
(13) 5,489.00 - 344.09	(14) 890 -667	(15) 4,351 - 886	(16) 988 - 34	(17) 8,567 -1,452	(18) 7,853.44 -1,578.65

HANDOUT

INSTRUCTIONAL OBJECTIVE XI

(1) 2,576 × 7	(2) 4,840 × 3	(3) 548 × 46	(4) 8,462 × 28	(5) 645 × 8	(6) 7,342 × 438
(7) 1,968 × 562	(8) 438 × 68	(9) 1,756 × 654	(10) 763 × 24	(11) 8,532 × 136	(12) 4,933 × 315
(13) 3,285 × 207	(14) 8,724 × 806	(15) 5,941 × 303	(16) 7,651 × 108	(17) 7,324 × 504	(18) 6,320 × 409
(19) 721 × 403	(20) 8,456 × 305	(21) 4,403 × 307	(22) 6,573 × 401	(23) 8,439 × 502	(24) 7,432 × 806

HANDOUT

INSTRUCTIONAL OBJECTIVE XII

(1) 1,729 ÷ 200 =

(2) 184 ÷ 80 =

(3) 9,436 ÷ 800 =

(4) 3,152 ÷ 500 =

(5) 7,188 ÷ 400 =

(6) 316 ÷ 40 =

(7) 2,769 ÷ 250 =

(8) 876 ÷ 20 =

(9) 182 ÷ 25 =

(10) 867 ÷ 50 =

OFFICE OCCUPATIONS – CLERICAL – CALCULATORS

Kit No. 75

STUDENT

LEARNING ACTIVITY GUIDE

Prepared by

Ada Stewart
Kershaw AVC
Camden, South Carolina 29020

State Department of Education
Office of Vocational Education
Prevocational Education
Columbia, South Carolina 29201

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1978

INTRODUCTION

Most offices use calculators today. In this activity, you will be using project calculators. Business offices use larger calculators than the one you will be using, but you will do the same operations.

You will learn how to use the touch system which is the proper method for using a calculator. This method will allow you to use the calculator without looking at the keys.

GOALS

The student will know the proper procedure for operating a calculator.

The student will become familiar with the touch system in performing numerical operations on the calculator.

The student will attempt a series of exercises, using the calculator.

DIRECTIONS

Begin with Instructional Objective I. Read and do each step to complete the objective. Complete the checkpoint before going on to the next objective. If you cannot complete the checkpoint, redo the steps for that objective and the checkpoint.

MATERIAL

1 calculator
1 pencil

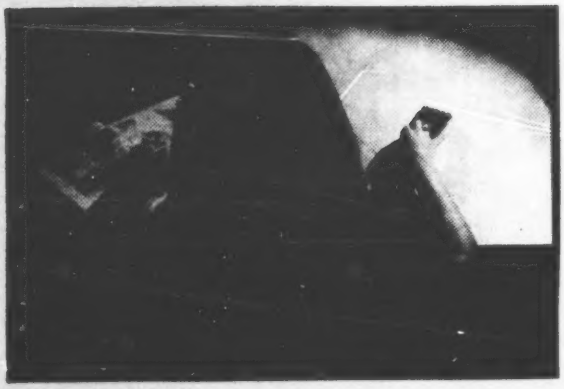
PROGRAMMED TEXT

Instructional Objective I

The student will place the calculator in the correct position on the desk.

STEP 1 – Take the calculator in your right hand and sit down. Be sure that you are comfortable.

STEP 2 – Place the calculator on the right side of the desk. Be sure it is at an angle.



STEP 3 – Place your programmed text at your left.

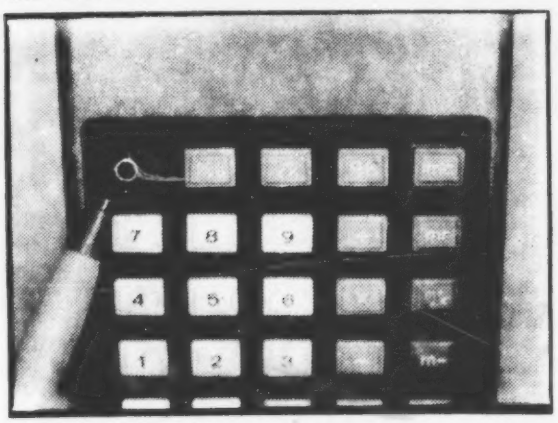
Check Point

Are you sitting down?
Are you comfortable?
Is the calculator on the right side of your desk at an angle?
If you cannot answer yes to all of the above questions, repeat the steps in the objective.

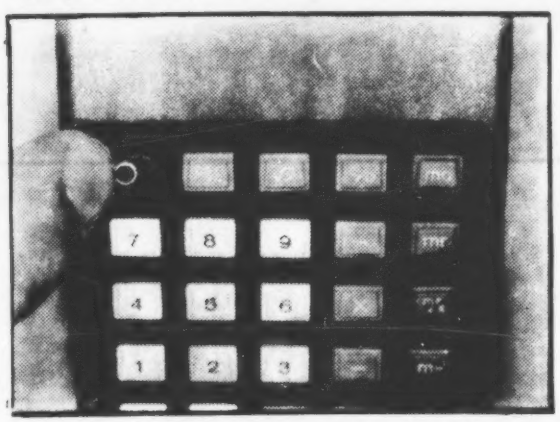
Instructional Objective II

The student will turn on and clear the calculator.

STEP 1 – Look at the top row of buttons on the calculator.



STEP 2 – The first button on the left is the "on-off" button.



STEP 3 – Push this button to the right to turn on the calculator.

STEP 4 – Find the clear entry/clear key on the calculator. This button is next to the "on-off" switch.

STEP 5 – By pushing this button once, you will clear the calculator of the last entry. In other words, when you make a mistake, push this button once.

STEP 6 – By pushing the button twice, you will clear the calculator of all previous calculations. Push this button twice.

Check Point

How do you turn on the machine?

What letters are written on the clear key?

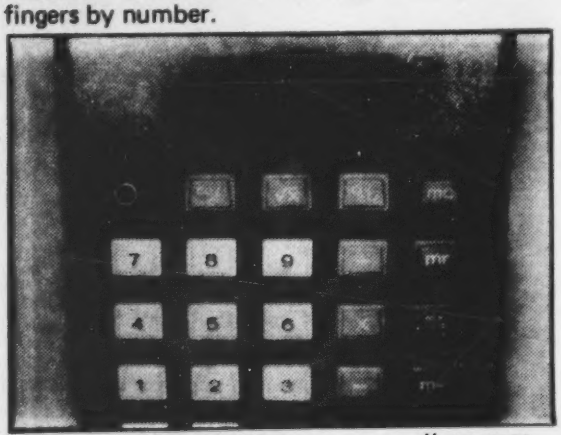
Why do you use this key?

If you cannot answer all of the above questions, repeat the steps of the objective.

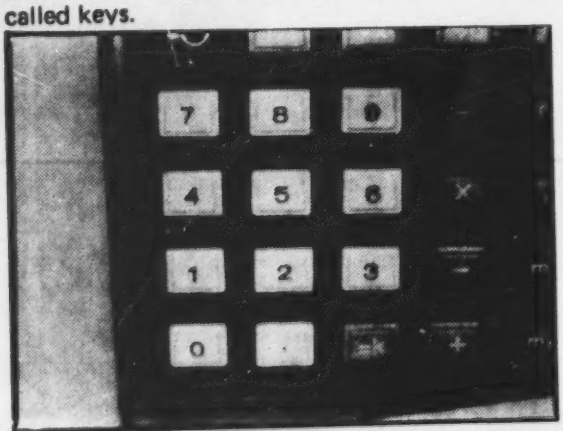
Instructional Objective III

The student will place the proper fingers on the home keys of the calculator.

STEP 1 – Look at the illustration of the hand. The fingers are numbered. Learn these because from now on we will refer to the fingers by number.



STEP 2 – The numbers are on small squares called keys.

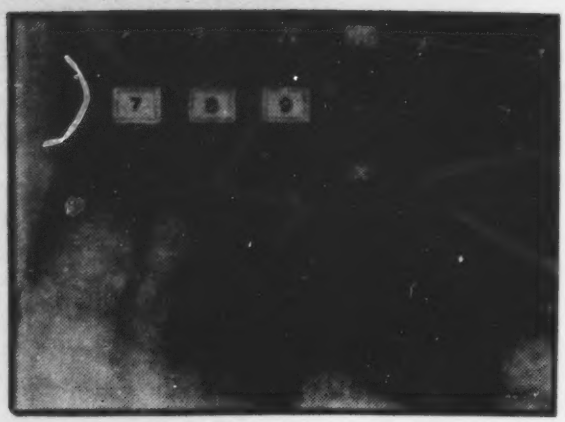


STEP 3 – The middle row of keys (4, 5, 6) is called the home row of keys.

STEP 4 – You will use your right hand. Curve your fingers.

STEP 5 – Take finger number 1 and place it on the number 4 key.

STEP 6 – Take finger number 2 and place it on the number 5 key.



STEP 7 – Take finger number 3 and place it on the number 6 key.

Check Point

Did you learn the numbers for the fingers?

What are the small numbered squares called?

Name the home keys.

Where are the home keys located?

With which hand do you operate the calculator?

What finger is placed on the number 4 key?

What finger is placed on the number 5 key?

What finger is placed on the number 6 key?

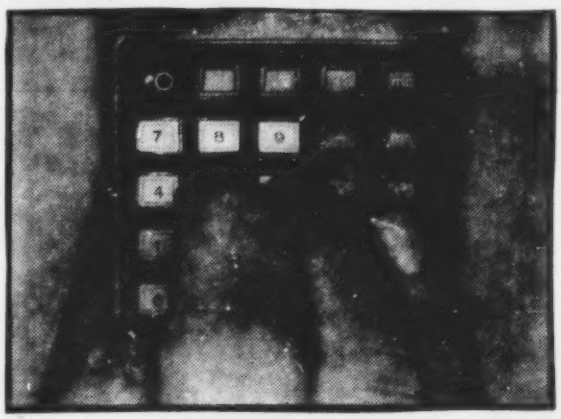
What are the keys 4, 5, and 6 called?

If you were not able to answer all these questions correctly, repeat the steps of the objective.

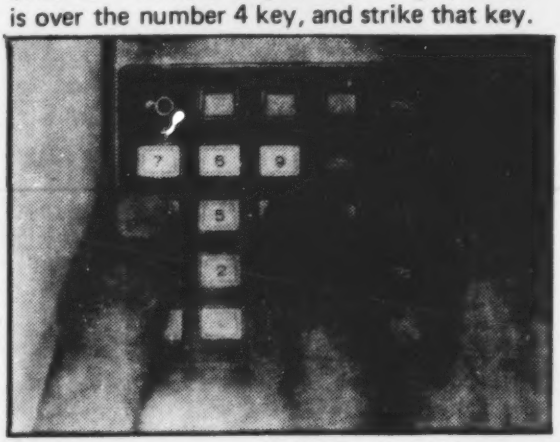
Instructional Objective IV

The student will strike keys 4, 5, and 6, using the touch system.

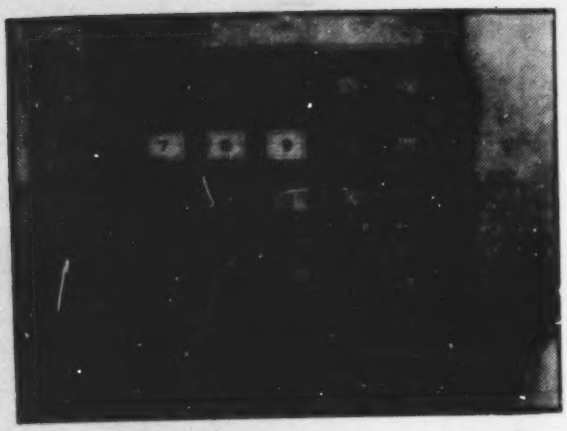
STEP 1 – Look only at your programmed text and keep your fingers curved over your home keys.



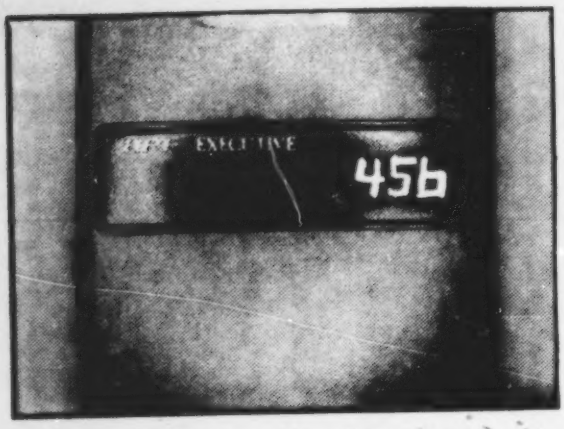
STEP 2 – Now, take your first finger, which is over the number 4 key, and strike that key.



STEP 3 – Take your second finger and strike the number 5 key.



STEP 4 – Take your third finger and strike the number 6 key.



STEP 5 – Look at the display screen. It should read 456.

Check Point

Did you keep your eyes on the programmed text?

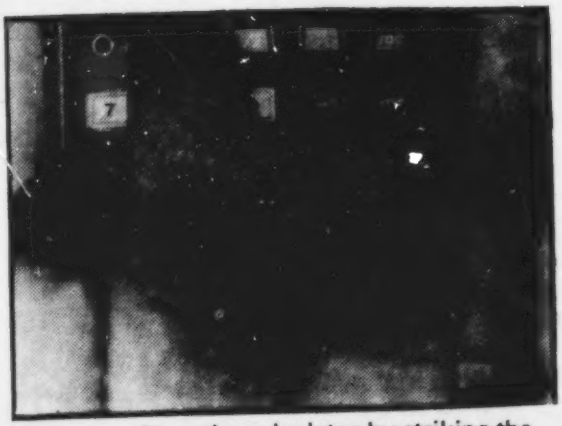
Did you use the correct fingers?

Do you have the numbers 456 on your calculator's display screen?

If you can answer yes to all the above questions, move on the the next objective. If you cannot answer all of the above questions, you must clear your machine and repeat the steps of the objective.

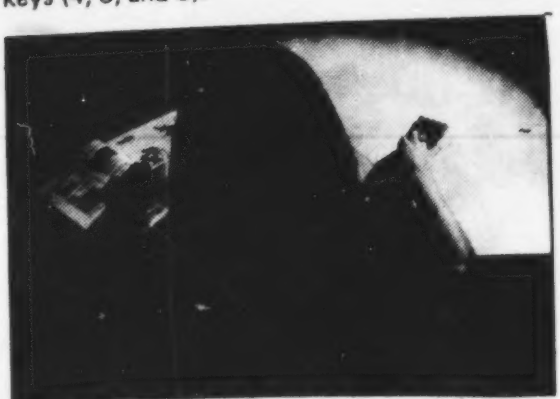
Instructional Objective V

The student will locate and strike keys 1, 2, 3 and 0.



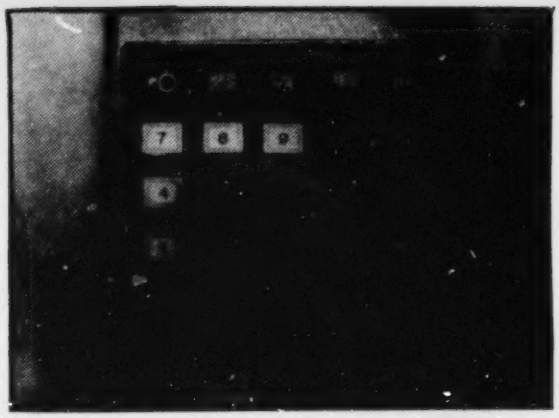
STEP 1 – Clear the calculator by striking the clear key twice with your second finger.

STEP 2 – Place your fingers on your home keys (4, 5, and 6).

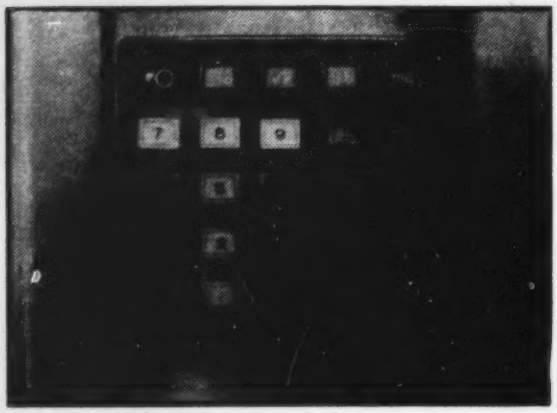


STEP 3 – Look at your programmed text. Always keep your eyes on your copy.

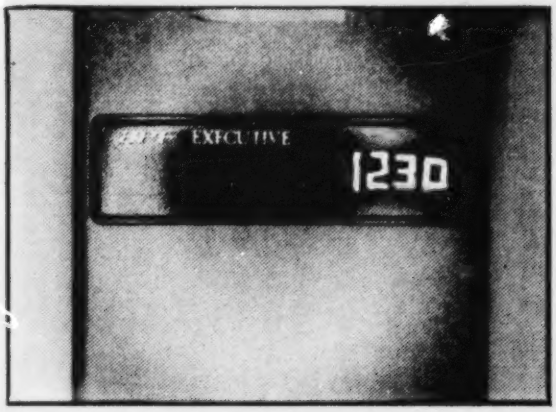
STEP 4 – Take the finger that is over number 4 key and strike the number 1 key that is below it.



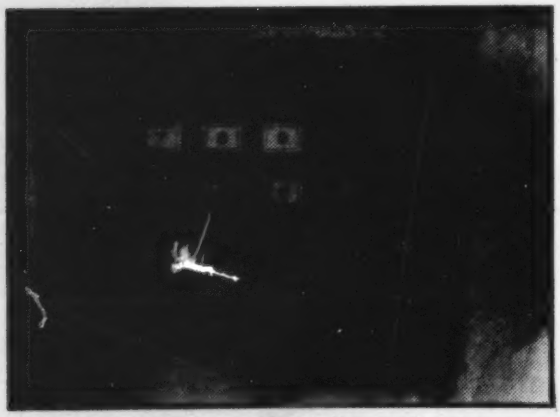
STEP 7 – Take your first finger and strike the number 0 key. The 0 key is below the number 1 key.



STEP 5 – Take your second finger that is over the number 5 key and strike the number 2 key that is below it.



STEP 8 – Look at the display screen. It should read 1230.



STEP 6 – Take your third finger that is over the number 6 key and strike the number 3 key that is below it.

Check Point

Did you keep your eyes on your programmed text?

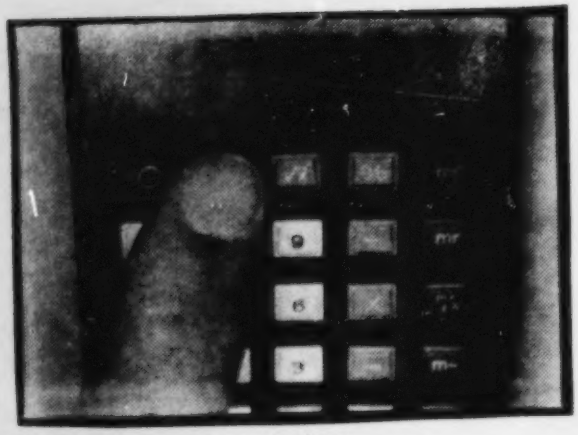
Did you use the correct fingers?

Do you have 1230 on your display screen?

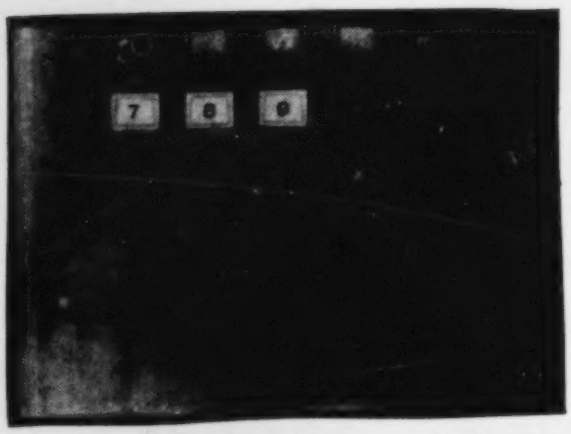
If you answered all questions correctly, go to the next objective. If you did not answer all questions correctly, clear your machine and repeat the steps of the objective.

Instructional Objective VI

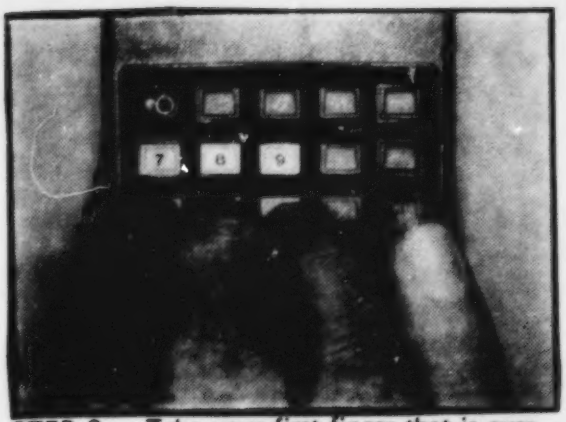
The student will locate and strike keys 7, 8 and 9.



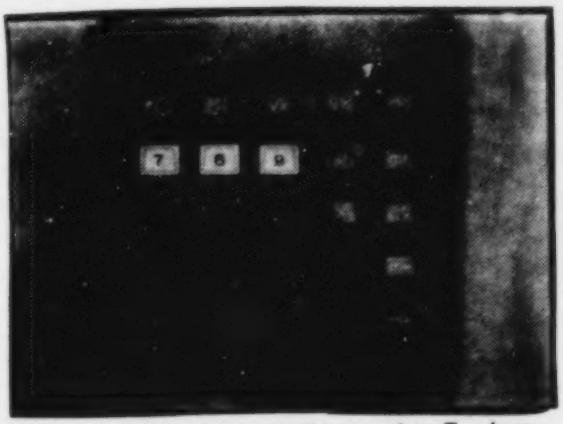
STEP 1 – Clear the calculator.



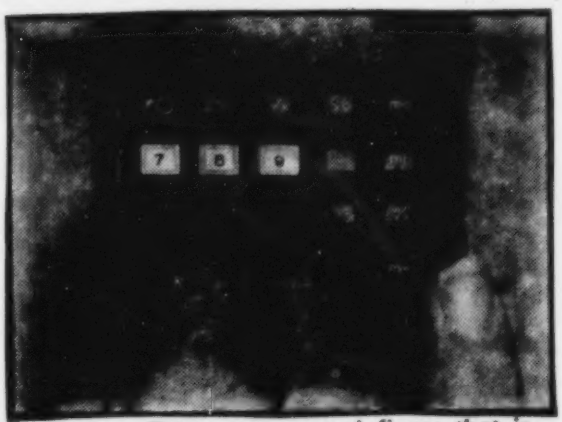
STEP 2 – Place your fingers over the home keys.



STEP 3 – Take your first finger that is over the number 4 key and strike the number 7 key that is above it.



STEP 4 – After you strike number 7, place your finger back over number 4. Remember to keep your fingers over your home keys.



STEP 5 – Take your second finger that is over the number 5 key and strike the number 8 key that is above it. After you strike the number 8, move your finger back to the number 5 key.

STEP 6 – Take your third finger that is over the number 6 key and strike the number 9 key that is above it. After you strike the number 9 key, move your finger back to the number 6 key.

STEP 7 – Look at the display screen. It should read 789.

Check Point

Did you clear your machine before beginning step 1?

Did you keep your fingers over your home keys?

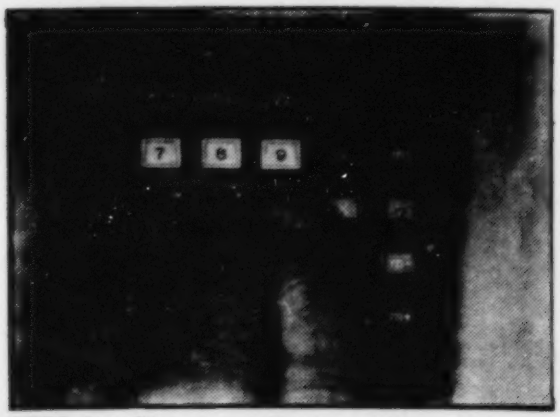
Did you keep your eyes on your copy?

Do you have 789 on your calculator display screen?

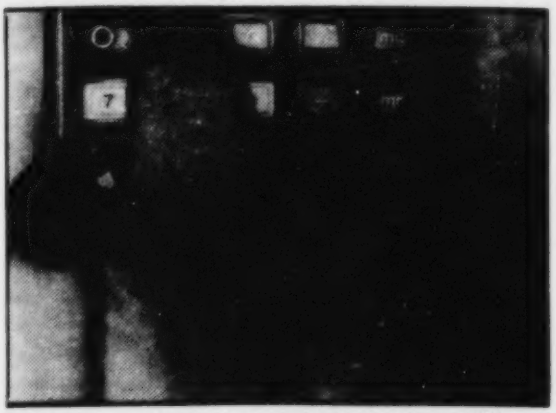
If not, redo the steps of the objective.

Instructional Objective VII

The student will add numbers using the touch system.

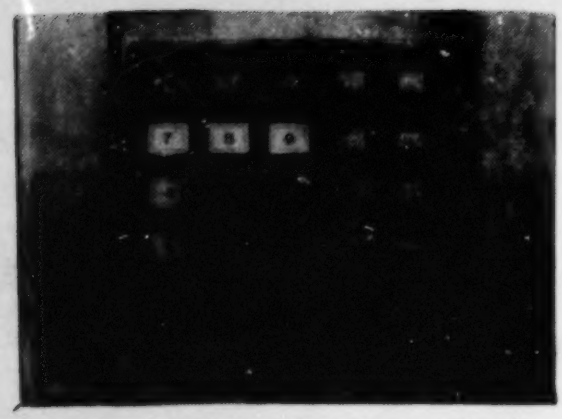


STEP 1 – Place your fingers over your home keys.

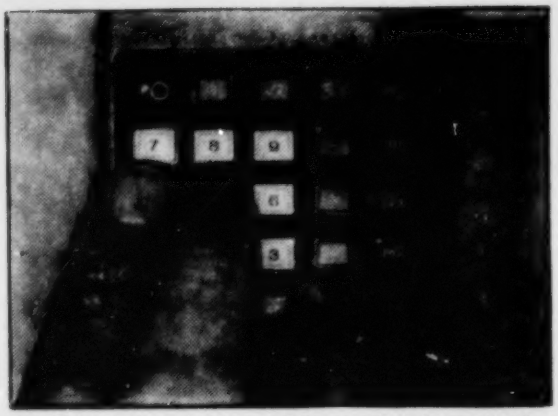


STEP 2 – Clear your calculator by striking the clear key twice with your second finger.

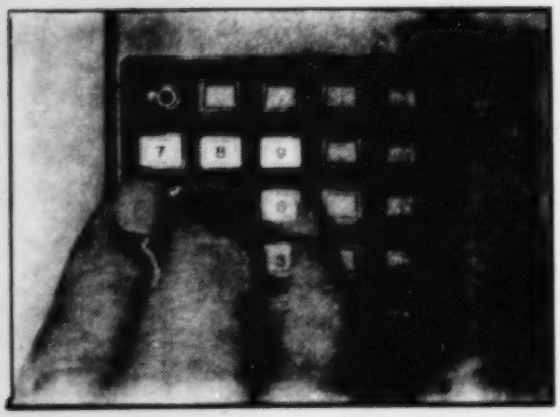
STEP 3 – Look only at your programmed text.



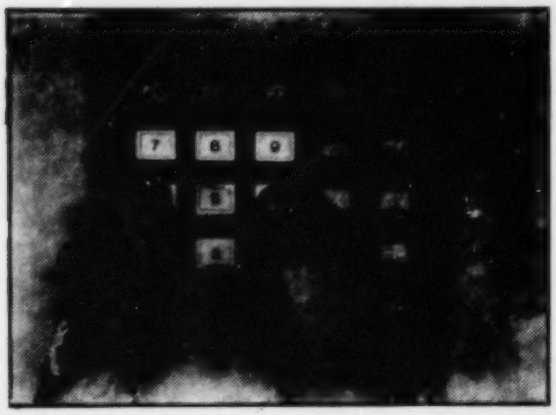
STEP 4 – Using your first finger, strike the number 4 key twice.



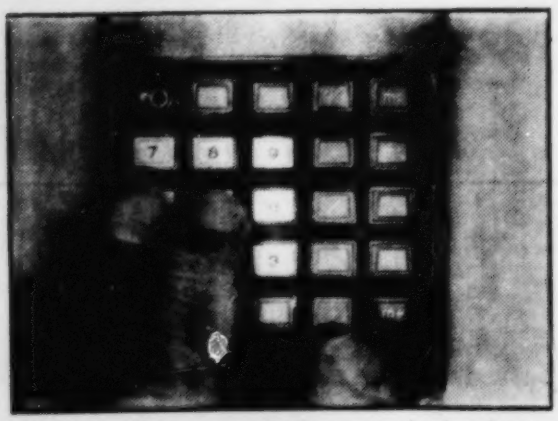
STEP 7 – This is the add key and it has a "+" on it. Push this key once and then return to your home key.



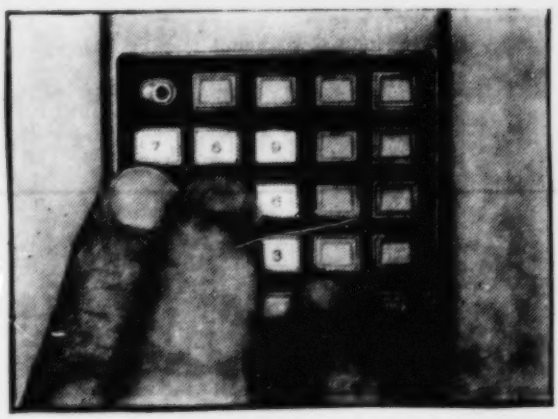
STEP 5 – Move your third finger one row to the right.



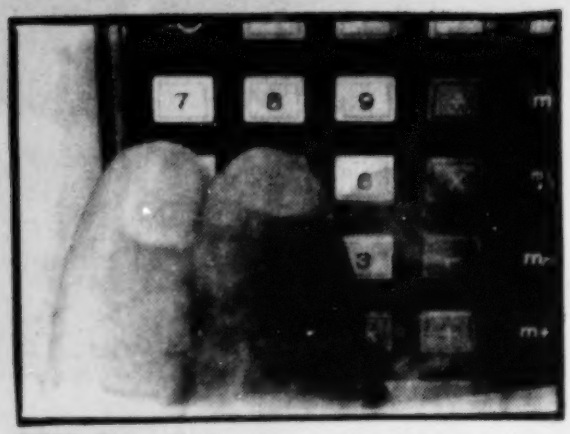
STEP 8 – Using your second finger, strike the number 5 key twice.



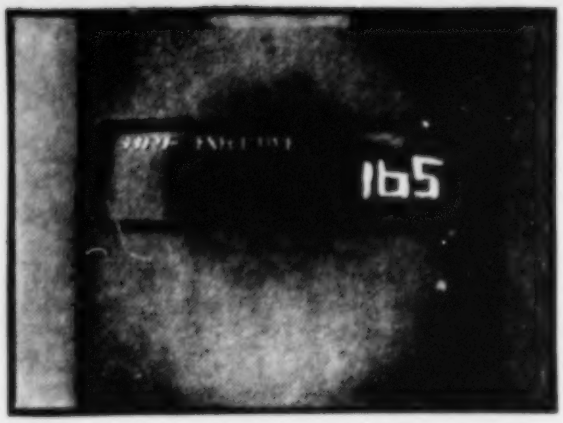
STEP 6 – Now move it down to the last key in that row.



STEP 9 – Using your third finger, strike the add(+) key once.



STEP 10 – Strike the number 6 key twice with your third finger.

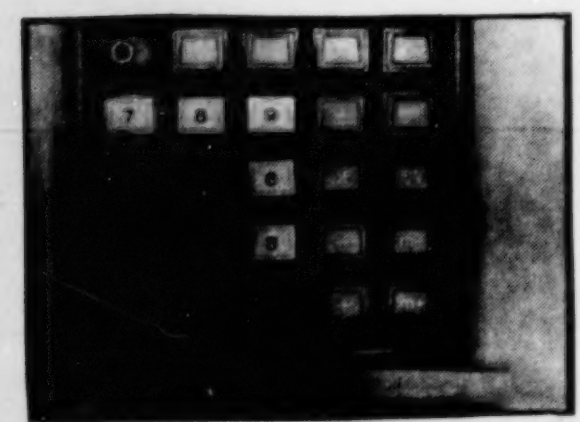


STEP 13 – Look at your display screen. It should read 165 since 44 + 55 + 66 = 165.

STEP 11 – Finally, move your third finger down to the bottom of the row over the result key. It has an equal (=) sign on it.

Check Point

Do you have 165 on your display screen?
Did you use the correct fingers?
If your answers are correct, go on to the next objective, if not, repeat the steps of the objective.



STEP 12 – Strike this key once to find the sum and then return to your home key.

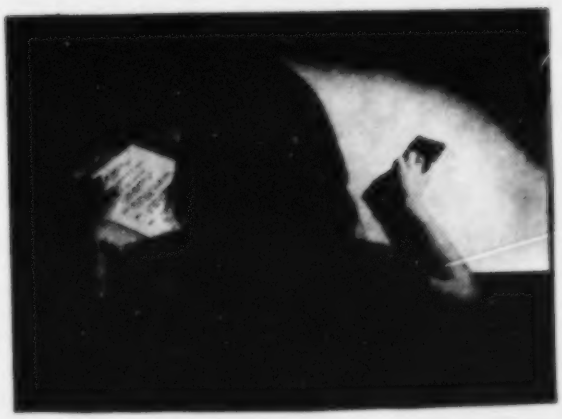
Instructional Objective VIII

The student will solve a series of addition problems, using the touch system on the calculator.

STEP 1 – Go to your instructor and get the handout for Instructional Objective VIII.

STEP 2 – Sit down at your desk with the calculator on your right and the handout on your left.

STEP 3 – On this handout is a series of addition problems. Using the touch system, solve these problems. You may begin now. Write your answers on the handout.



STEP 4 – Now that you have finished, check your answers by comparing them with the teacher's answer key.

STEP 5 – If all your answers are correct, go to the checkpoint. If you had some wrong answers, redo those problems until you get the right answers.

Check Point

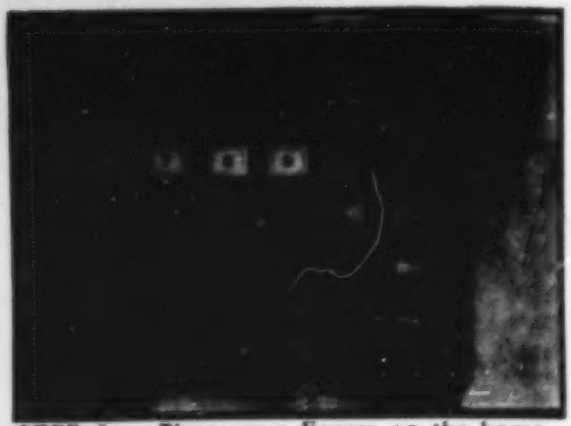
Did you use the touch system?

Did you look only at the handout when you were solving the problems?

Did you redo any wrong problems you might have had?

Instructional Objective IX

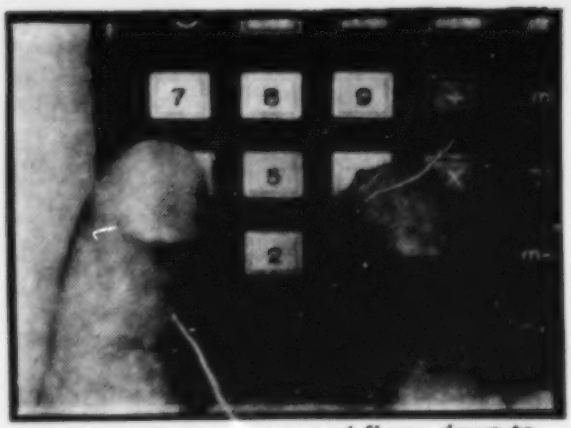
The student will add numbers with decimal points, using the touch system.



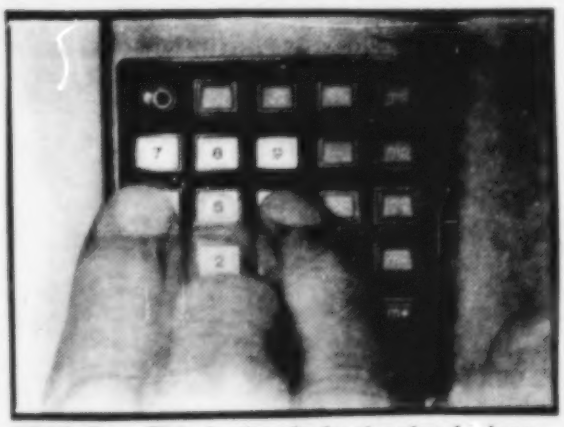
STEP 1 – Place your fingers on the home keys.

STEP 2 – Clear the calculator.

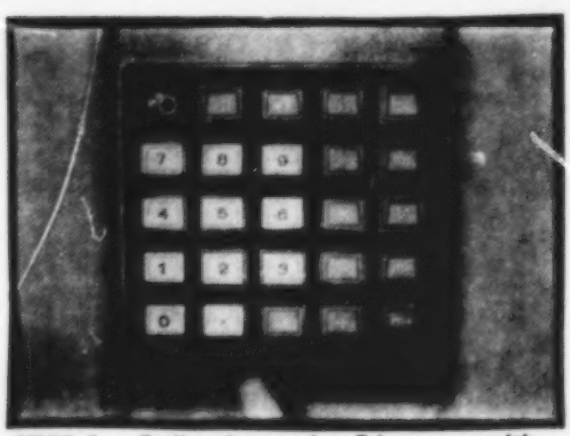
STEP 3 – Strike number 4 key once with your first finger.



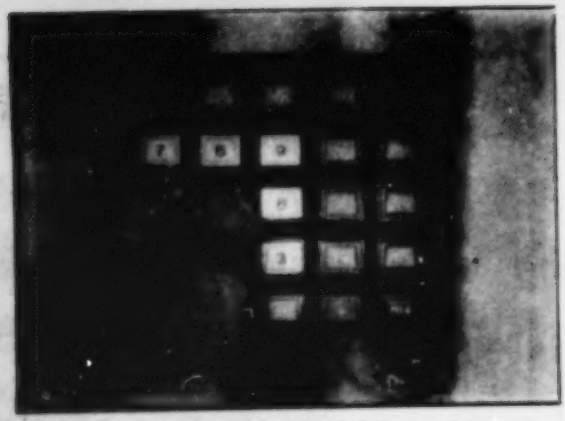
STEP 4 – Move your second finger down to the bottom key of the row.



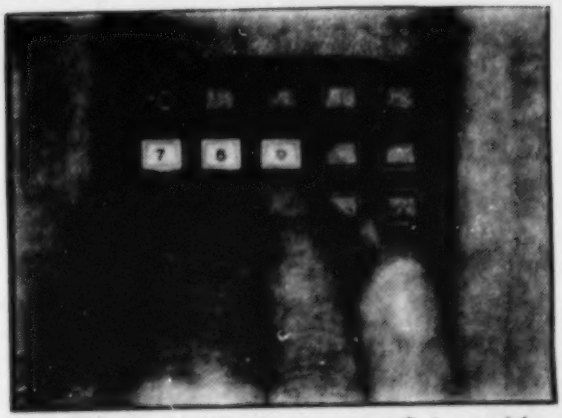
STEP 5 – This is the decimal point (.) key. Strike this key once and return to the home key.



STEP 6 – Strike the number 5 key once with your second finger.

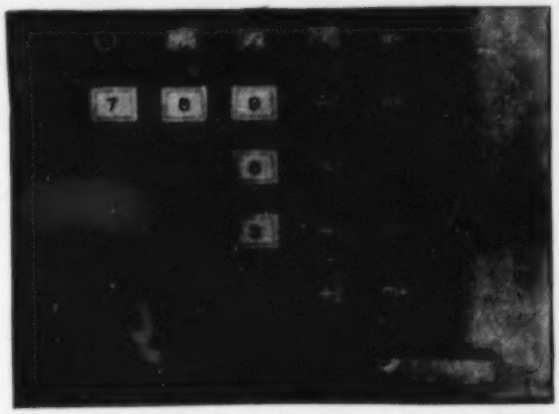


STEP 7 – Strike the add (+) key with your third finger.

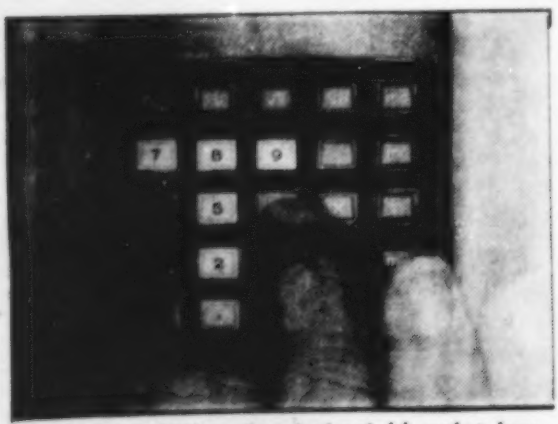


STEP 10 – Strike the number 9 key with your third finger.

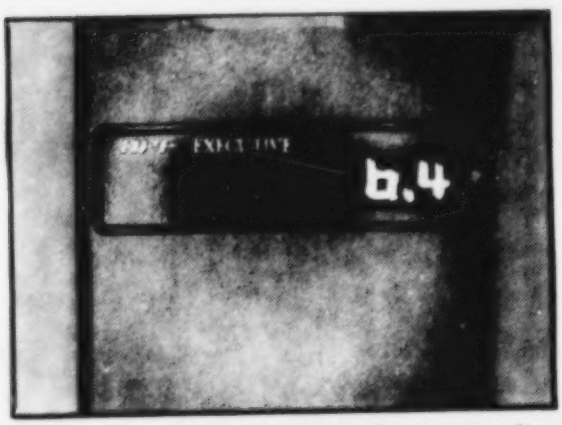
STEP 8 – Strike the number 1 key with your first finger.



STEP 11 – Strike the equal (=) key to find the sum.



STEP 9 – Strike the decimal (.) point key with your second finger.



STEP 12 – Look at the display screen. It should read 6.4 since 4.5 + 1.9 = 6.4.

STEP 13 – Go to your instructor and get the handout for Instructional Objective IX.

STEP 14 – Find the sums of the problems on the handout sheet, using the touch system.

STEP 15 – Now that you have finished, check your answers with the answers on your teacher's answer key.

STEP 16 – If all your answers are correct, go to the checkpoint. If you had some wrong answers, redo the problems until you get the right answers.

Check Point

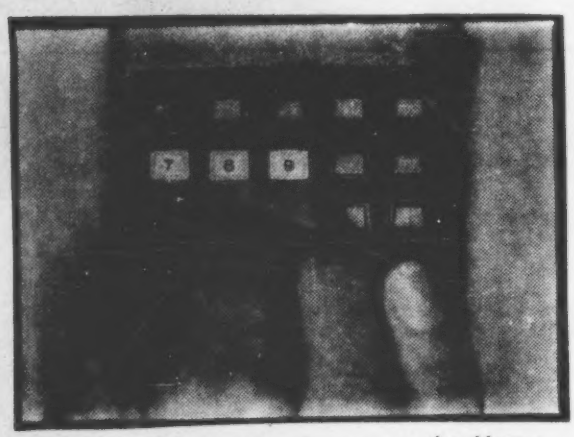
Did you use the touch system?

Did you look only at the handout when you were solving the problems?

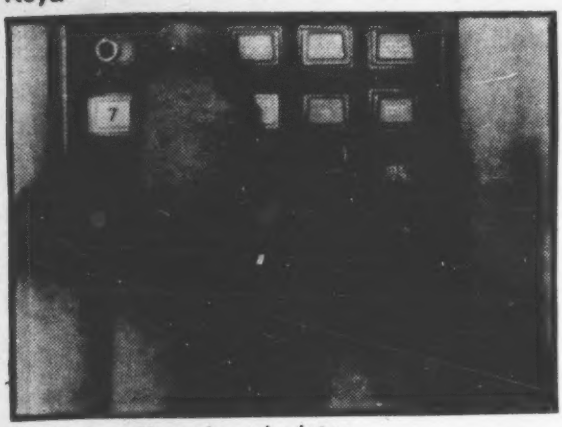
Did you redo any wrong problems you might have had?

Instructional Objective X

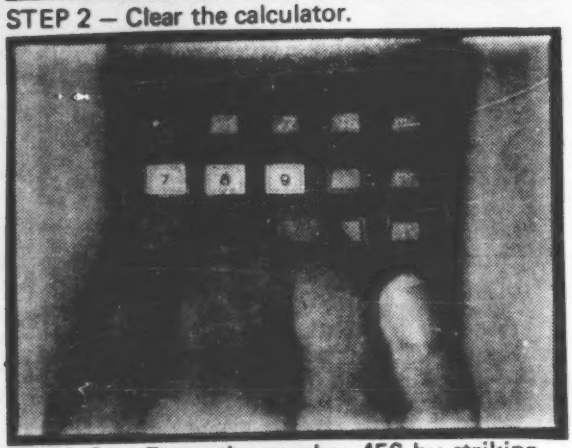
The student will subtract numbers, using the touch system.



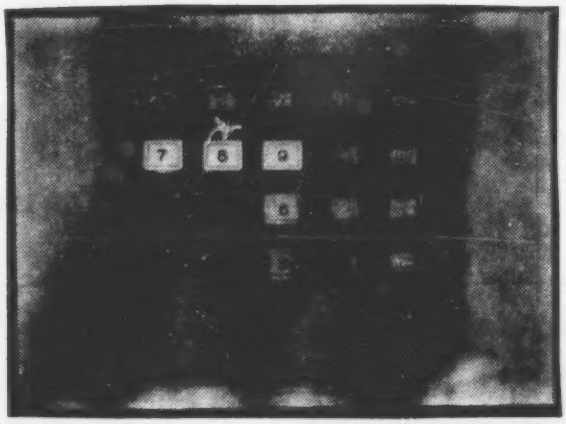
STEP 1 – Place your fingers on the Home Keys.



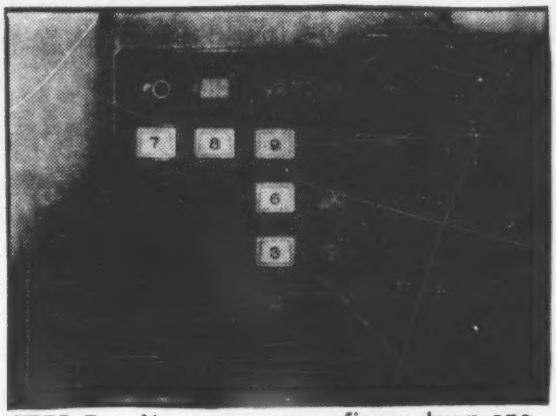
STEP 2 – Clear the calculator.



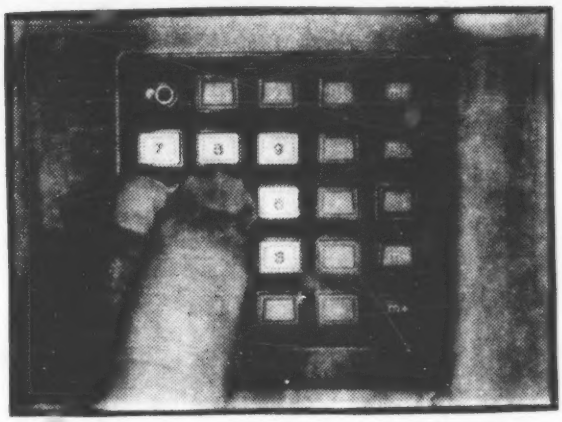
STEP 3 – Enter the number 456 by striking keys 4, 5, and 6 with the correct fingers.



STEP 4 – Move your finger over one row to the right.



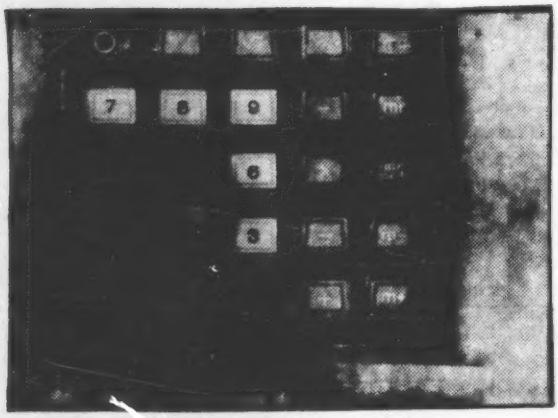
STEP 5 – Now, move your finger down one key.



STEP 6 – This is the minus(-) key. It is used to subtract. Press it once and return to your home key.

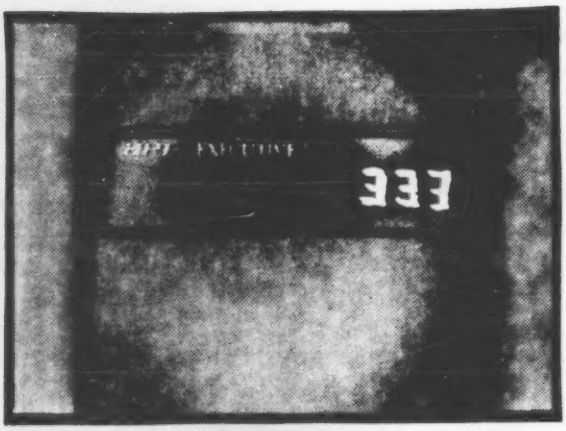
STEP 7 – Enter the number 123 by striking keys 1, 2, and 3.

STEP 10 – Go to your instructor and get the handout for Instructional Objective X.

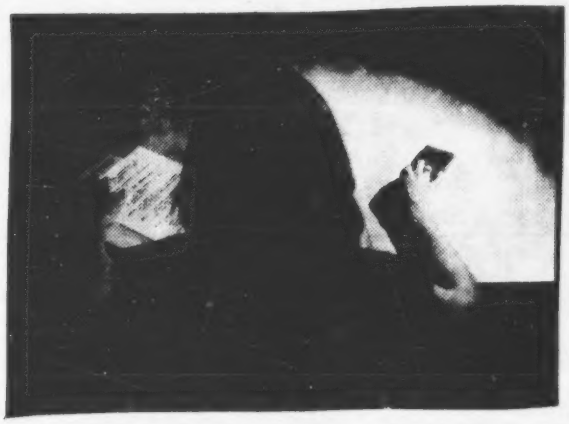


STEP 8 – Strike the result (equal) key.

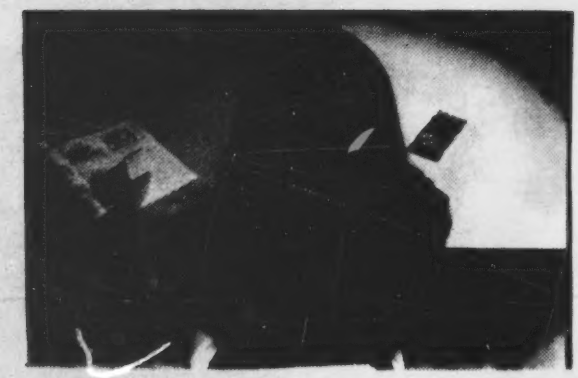
STEP 11 – Find the solutions to the problems on the handout sheet, using the touch system.



STEP 9 – Look at the display screen.



STEP 12 – Now that you have finished, check your answers with the answers on your teacher's answer key.



STEP 13 – If all your answers are correct, go to the checkpoint. If you had some wrong answers, redo these problems until you get the right answers.

Check Point

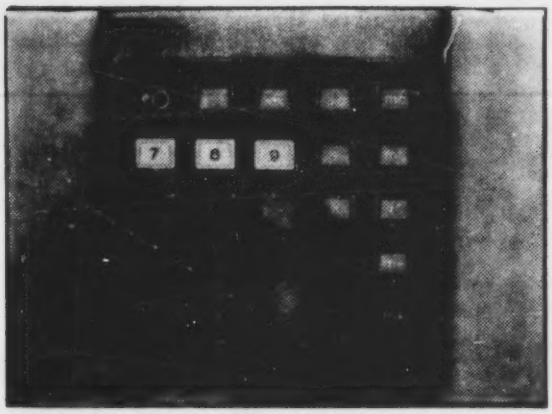
Did you use the touch system?

Did you look only at the handout when you were solving the problems?

Did you redo any wrong problems you might have had?

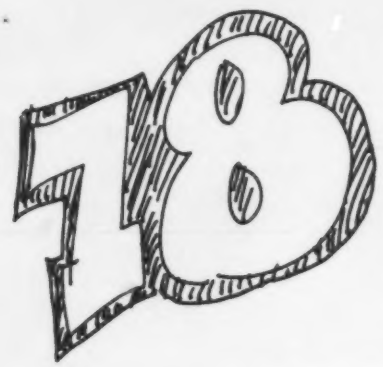
Instructional Objective XI

The student will multiply numbers, using the touch system.

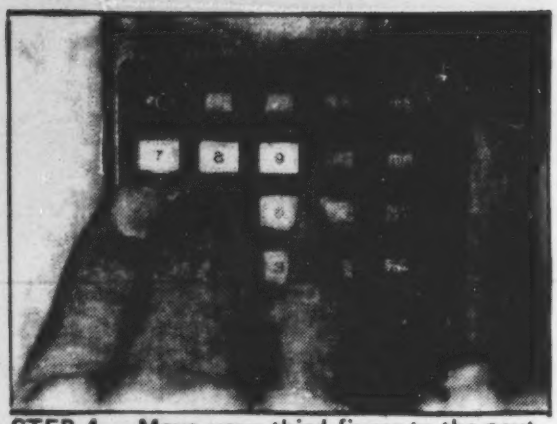


STEP 1 – Place your fingers on the home keys.

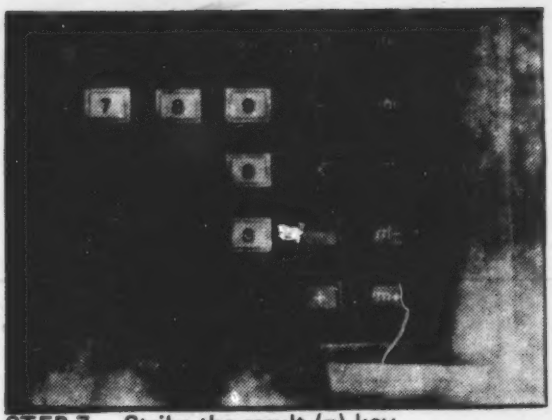
STEP 2 – Clear the calculator.



STEP 3 – Enter number 78 by striking keys number 7 and 8.

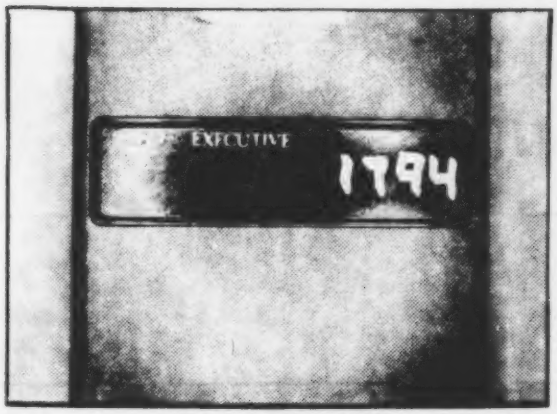


STEP 4 – Move your third finger to the next row on the right.



STEP 7 – Strike the result (=) key.

STEP 5 – This is the multiplication (x) key. It is used when multiplying numbers. Press it once.



STEP 8 – Look at the display screen. It should read 1794 since 78 x 23 = 1794.

STEP 6 – Enter number 23 by striking keys number 2 and 3.

STEP 9 – Go to your instructor and get the handout for Instructional Objective XI.

STEP 10 – Find the solutions to the problems on the handout sheet, using the touch system.

STEP 11 – Now that you have finished, check your answers with the answers on your teacher's answer key.

STEP 12 – If all your answers are correct, go to the checkpoint. If you had some wrong answers, redo these problems until you get the right answers.

Check Point

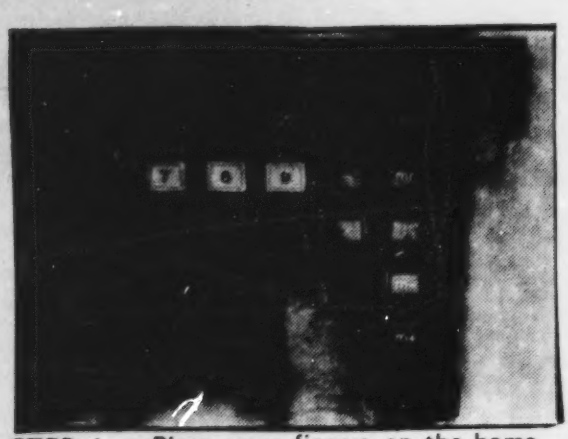
Did you use the touch system?

Did you look only at the handout when you were solving the problem?

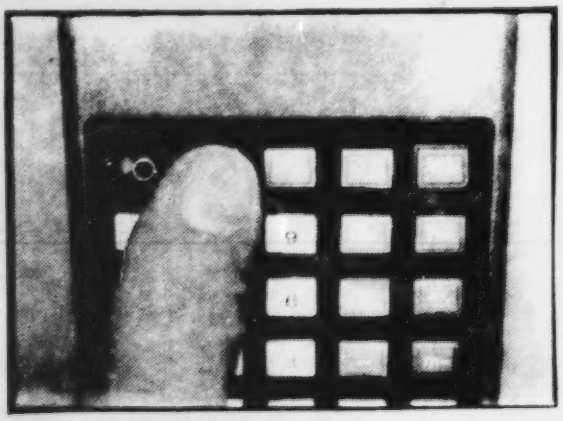
Did you redo any wrong problems you might have had?

Instructional Objective XII

The student will divide numbers, using the touch system.

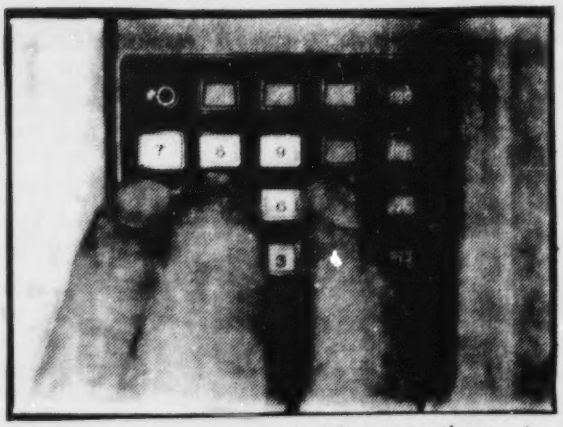


STEP 1 – Place your fingers on the home keys.

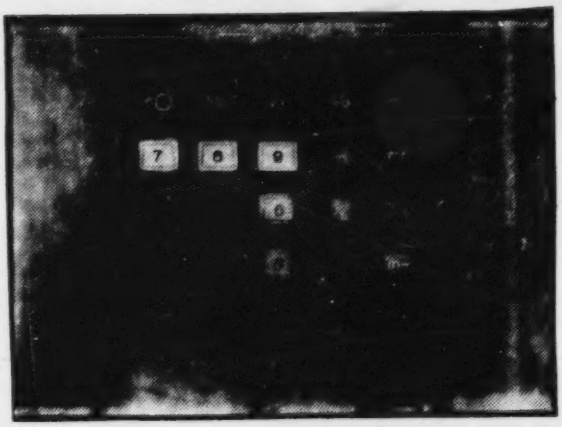


STEP 2 – Clear the calculator.

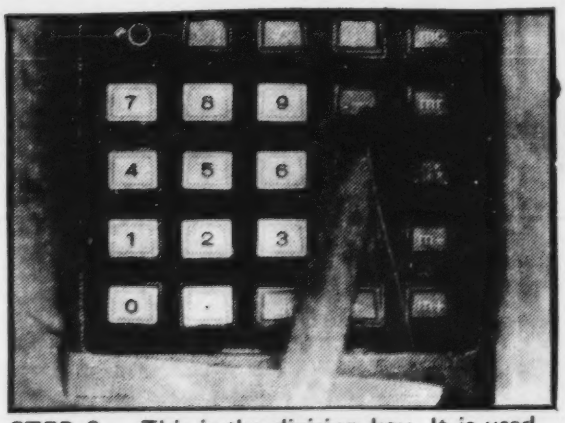
STEP 3 – Enter number 45 by striking keys number 4 and 5.



STEP 4 – Move your third finger to the next row on the right.



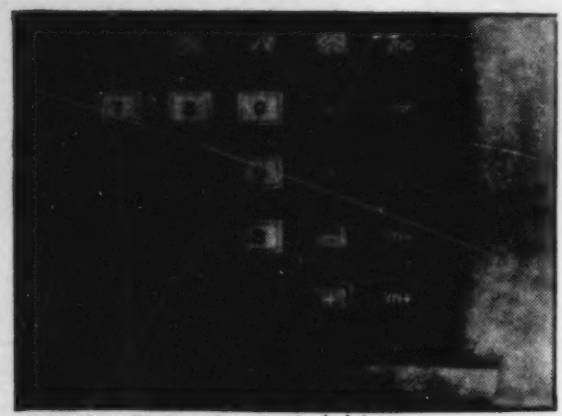
STEP 5 – Now, move your finger up one key.



STEP 6 – This is the division key. It is used when dividing numbers. Press it once.

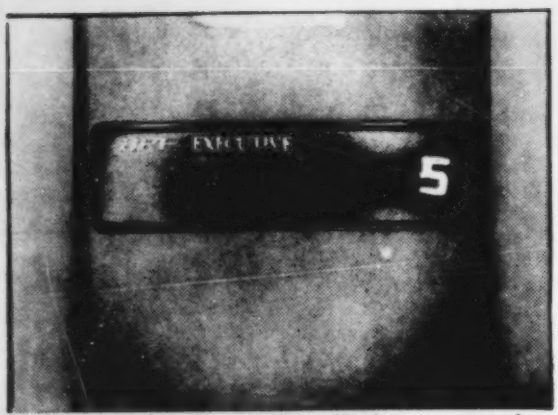
STEP 7 – Enter number 9 by striking key number 9.

STEP 10 – Find the solutions to the problems on the handout sheet, using the touch system.



STEP 8 – Strike the result (=) key.

STEP 11 – Now that you have finished, check your answers with the answers on your teacher's answer key.



STEP 9 – Look at the display screen. It should read 5 since 45 ÷ 9 = 5.

STEP 12 – If all your answers are correct, go to the checkpoint. If you had some wrong answers, redo those problems until you get the right answers.

Check Point

Did you use the touch system?

Did you look only at the handout when you were solving the problems?

Did you redo any wrong problems you might have had?

203,362-010 CLERK-TYPIST (clerical)

Compiles data and operates typewriter in performance of routine clerical duties to maintain business records and reports. Types reports, business correspondence, application forms, shipping tickets and other matter. Files records and reports, posts information to records, sorts and distributes mail, answers telephone, and performs similar duties. May compute amounts, using adding or calculating machine. May be designated according to records typed as TRUST-REMITTANCE CLERK (finan. inst.). May type on or from specialized forms and be designated GUEST-HISTORY CLERK (hotel & rest.); SECURITY INDEX CLERK (finan. & inst.). STORAGE-RECEIPT POSTER (clerical). May compile reports and type prescription data on labels in hospital pharmacy and be designated DISPENSARY CLERK (medical ser.). Additional titles COLLECTION-CARD CLERK (clerical), MOTOR-POOL CLERK (clerical); ORDER CLERK (light, heat, & power); POLICY ISSUE CLERK (insurance); REMITTANCE ACCOUNT CLERK (finan. inst.); VERIFICATION-AND-PROXY CLERK (finan. inst.).

205.367-014 CHARGE-ACCOUNT CLERK (clerical) credit-card interviewer; new account interviewer.

Interviews customers applying for charge accounts: Confers with customer to explain type of charge plans available. Assists customer in filling out application or completes application for customer. Reviews applications received by mail. Files credit applications after credit department approves or disapproves credit. May check references by phone or form letter and notify customer of acceptance or rejection of credit [CREDIT CLERK (clerical)]. May verify entries and correct errors on charge accounts [CUSTOMER-COMPLAINT CLERK (clerical)], using adding machine. May answer credit rating requests from banks and credit bureaus. May issue temporary shopping slip when credit references appear satisfactory.

205.367-022 CREDIT CLERK (clerical) loan clerk

Processes applications of individuals applying for loans and credit: Interviews applicant to obtain personal and financial data and fills out application. Calls or writes to credit bureaus, employers, and personal references to check credit and personal references. Verifies credit limit, considering such factors as applicant's assets, credit experience, and personal references, based on predetermined standards. Notifies customer by mail, telephone, or in person of acceptance or rejection of application. May keep record or file of credit transactions, deposits, and payments, and sends letters or confers with customers having delinquent accounts to make payment [COLLECTION CLERK (clerical)]. May solicit business by sending form letters and brochures to prospective customers. May adjust incorrect credit charges and grant extensions of credit on overdue accounts. May accept payment on accounts. May keep record of applications for loans and credit. May compute interest and payments, using adding and calculating machine. May provide credit information or rating on request to retail stores, credit agencies, or other banks about customer. May check value of customer's collateral, such as securities, held as security for loan. May advise customer by phone or in writing about loan or credit information. May assist customer to fill out loan or credit application. May take loan applications and be designated as LOAN-APPLICATION CLERK (finan. inst.); LOAN-APPROVAL AGENT (gov. ser.).

209.362-026 PERSONNEL CLERK (clerical) personnel-records clerk.

Compiles and keeps personnel records: Records data for each employee, such as address, weekly earnings, absences, amount of sales or production, supervisory reports on ability, and date of and reason for termination. Compiles and types reports from employment records. Files employment records. Searches employee files and furnishes information to authorized persons. May

operate calculating machine. May administer and score aptitude, personality, and interest tests. May fill out and explain bonding application required by company. May prepare and file reports of accidents and injuries at industrial establishment and be designated as ACCIDENT-REPORT CLERK (clerical).